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ABSTRACT

The purpose of the project was to establish comprehensive and continuous emphasis on career exploration for all students, beginning with grade 6 and continuing through grade 10. The Rivergate Project contained three major components: (1) the infusion of career concepts and skills into the instructional program, (2) the use of community resources, and (3) the use of a Career Center. Employing an "action-planning" sequential approach, the project took place in three phases: (1) awareness, (2) planning, and (3) implementation. The main purpose of phase 1 was to bring about a questioning of the appropriateness of school offerings to student needs. Phase 2 consisted of developing a workable plan, preparing and motivating staff, and establishing a cooperative school-community relationship. Phase 3 was concerned with implementation and evaluation of all planning and development. Tentative results of formal evaluation were favorable. A 27-page appendix outlines specific objectives, suggested criteria, sample agendas, questionnaires, summaries of career related activities and projects, and a bibliography. (MW)

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RIVERGATE CAREER EDUCATION PROJECT

ESEA, Title III

CAREER EXPLORATION

OPERATIONS MANUAL

1974

+ +

John D. Ries, Coordinator

Portland Public Schools
School District #1
Portland, Oregon

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RIVERGATE PROJECT

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PART I: OVERVIEW

Introduction

Until the industrial revolution the exploratory phase of an individual's career development was a natural occurrence within the family and the community. Thereafter, conditions and institutions changed and the values of the world of work became less visible to the children as they matured to adults. Opportunities to develop and relate their values to the values of the work world became fewer and less personalized.

The new career exploratory emphasis is a concerted effort to provide opportunities for students to learn through personal experience the relationship between themselves and life.

The need for competency in basic skills becomes more apparent to students when they view these abilities used on a specific job. The skills of communication, computation, and interpersonal relationships are tools an individual needs for living and earning a living.

Project Beginning

During the 1967-69 school years, the administrative-instructional staff of Roosevelt High School, Sitton Elementary School, and Portsmouth Middle School in Portland, Oregon, decided to close the gap between students needs and the educational

program. Examination of data revealed:

a) 80% of the Roosevelt High School students pursued no further formal education immediately upon graduation.

b) 59% of adult welfare recipients seeking employment from the Roosevelt attendance area lacked the education and/or skills for the job sought.

c) 46% of the Roosevelt students were reading two or more years below grade level.

d) students generally saw little or no relationship between school and life.

e) students' goals in life were extremely confined and limited in scope.

A strong program of career education, especially the exploratory phase, seemed to offer the best alternative for meeting these needs. An instructional program modification emphasizing career exploration was designed, submitted, and funded under Title III Elementary and Secondary Education Act.

Purpose

The purpose of the project was to establish comprehensive and continuous emphasis on career exploration for all students, commencing with grade six and continuing at least through grade ten.

Project Outcomes

The following outcomes desired within the project were stated:

a) the students will expand their knowledge of their interests, abilities, potentials, and values.

b) the students will expand their knowledge of the world, including the aptitudes, attitudes, skills, and values important to people as they assume their life roles.

c) the students will acquire decision-making skills needed for career decisions.

With this new knowledge, students will begin to know and understand themselves better. They will also see and understand more fully the demands they will face when they leave high school. The Rivergate Project will help students plan realistic careers, and set and accomplish their goals.

Career Exploration Defined

Career exploration was determined to be primarily the process of making career decisions. This decision making process includes skills in probing into personal potentials, skills in probing the demands of the world, and skills in setting and achieving goals. However, career exploration also includes tentative answers to the questions, "Where am I going?" and "How am I going to get there?" The answers are tentative because additional probing and experience may reveal new insights which cause the individual to consider a change of direction. Therefore, helping students acquire skill in

making career decisions is considered the important emphasis. It is assumed that a major contribution in the students' preparation for life has been learned when they have acquired skills in this process.

The word "career" means more than an occupation. The term "life role" more fully describes the meaning. In this context "career" includes the occupational, family life, citizenship, and avocational roles. The concept of career exploration includes the broad exposure, discovery, tentative choices, and preparation in and application of the basic skills needed to live all life roles.

Generally it is through an occupation that life roles are sustained. A person either supports himself through a productive effort or he depends upon the efforts of others for his subsistence. Thus, emphasis is given to exploring occupational roles and to developing salable skills. However, preparation needed for other life roles must not be excluded. This approach to career development does away with the concept that education is largely preparation for the next phase of schooling.

PART II: OVERVIEW

Application of Career Exploration Emphasis

There are three major components within the Rivergate Project - 1) the infusion of career concepts and skills into the instructional program, 2) the use of community resources, and 3) the use of a Career Center. In practice, items two and three are reinforcements for the instructional program.

The design and content of career emphasis within the curriculum has many similarities to those of other areas. Career education acknowledges that self-understanding, flexibility, adaptability, basic skills in reading, writing and math, and general work skills are crucial attributes for the person living in today's rapidly changing society. Career exploration attempts to teach the process for acquiring knowledge of oneself, exploring and assessing the world of work and work values, and making career decisions. The assumption is that tomorrow's adult may have to repeat the career exploratory processes several times to remain productive as change is encountered.

Instructional Program

Career emphasis is developed out of and within the curriculum of the school. The teacher needs to help students explore various life roles and to relate the classroom tasks to the accomplishment of these roles. For example, students need to see first hand the relationship between the skills they acquire in school and their application in life. New resources

within the school and from the community have now made this possible.

Within the instructional program there are new goals. Content is taught because a student needs it in life rather than as a requirement for passing a grade or for entry into another level of schooling. Language arts, for example, becomes partial preparation for the total communication skills needed by the student. Speaking, reading, listening, writing, spelling, and body posture are all parts of ones total communication ability. Simultaneously, a student needs opportunities to assess his potentials, to test and internalize value judgements, and to experience making decisions. New methods, such as simulation games, are being used as teachers attempt to make education more relevant to life.

To bring about this career emphasis, a curriculum was designed, tested, redesigned, and implemented by teachers within the project. This curriculum guide attempted to bring career emphasis into all content areas. Knowledge of self, knowledge of the world (especially the world of work), and decision making skill became an integral part of instruction and learning.[1]

Use of Community Resources

Effective use of community resources is an integral part of the new instructional program. Teamwork between school and community provides the range and diversification of career exploratory experiences needed for career decision making.

1. Career Exploration - Decisions
   Rivergate Project 1972

Since the student is the product of the home, the community and the school, each has an obligation to assist the student in developing his career potential, yet individually no organization can provide all of the help needed.

During the first year of the Rivergate Project eighty firms provided assistance. This number was expanded during the second year and still further enlarged during the third year. These firms provide the project with field trips, speakers, and work observation stations as well as other instructional resources.

Career Center

A Career Center is currently available at Roosevelt High School for the use of students, teachers and the community. The Center houses the project offices, the career library, all project resources, and the teletype terminal of the Career Information System. It is staffed by a library aide who assists students, teachers, and the public in its use.

The Career Center offers a place where students can acquire information about career oriented questions in an informal and unstructured setting. The Center also is a source for teachers to obtain help and assistance in finding career resources and other instructional materials. For the community the Center provides a place where people can find out about and assess new or different careers.

Administration

Basic to the successful development of a career exploratory endeavor is genuine commitment and allegiance of the

local education personnel, administration, and staff. Planning, preparing, implementing, and evaluating career education, based on student needs, calls for fresh new approaches. The responsibilities must be clearly defined and assigned.

Organizational Structure

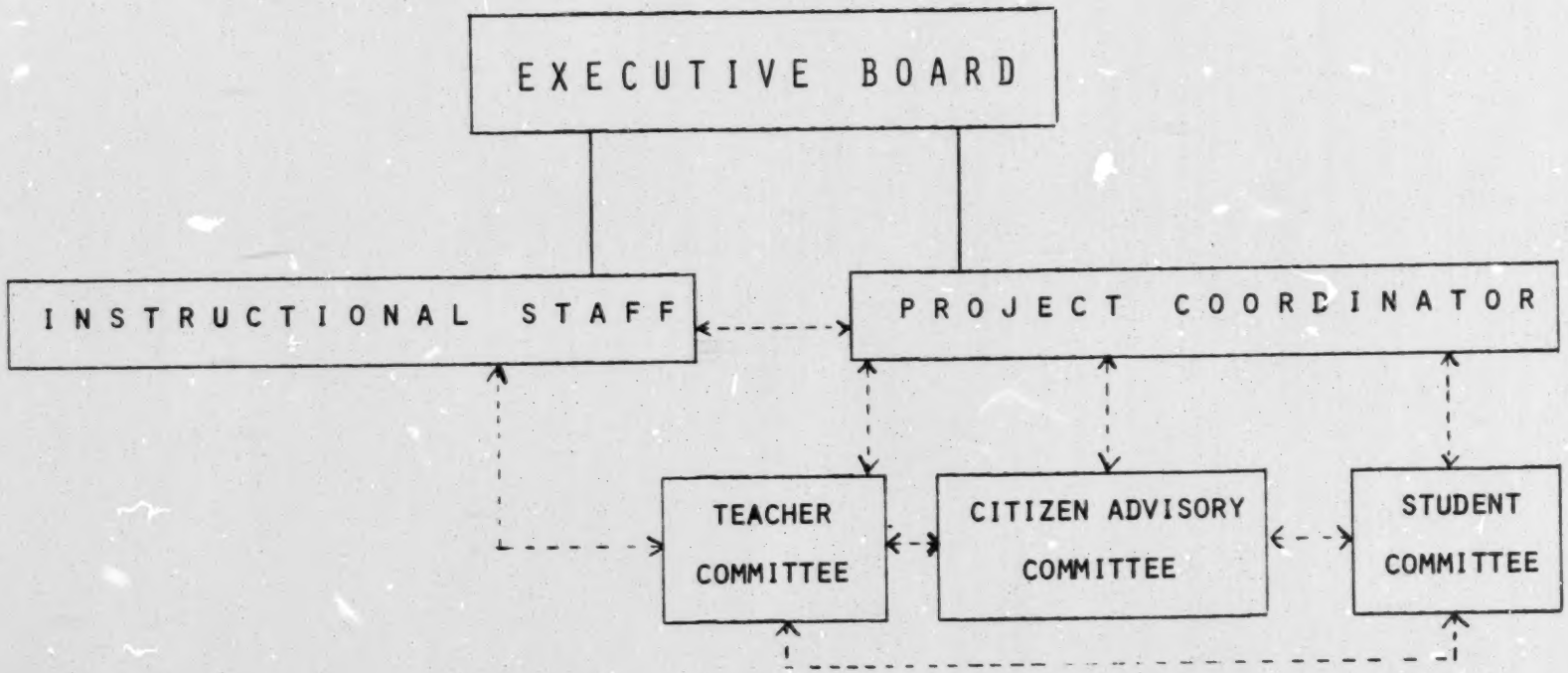
See page 9.

Evaluation

Evaluation is an important component of the project. It provides the quality control necessary for assessment and decision making. Although time pressures have so far eliminated all but short range measurement, several devices have been designed which provide part of the desired information. In addition, teacher observation of students, as well as community reaction and responses, are included as indicators of project results.

Community Involvement

When a priority is given to preparation for work, the school must know specifically the preparation needed. The best source of this information is from knowledgeable people in the world of work. Additionally, the Resources of the school are limited, and whenever the school cannot furnish a resource it must look to the community for assistance. The effectiveness and efficiency of the school program resides with the community which the school serves. Also, the brain power of the community can enhance the school program and


EXECUTIVE BOARD
INSTRUCTIONAL STAFF
PROJECT COORDINATOR
TEACHER COMMITTEE
CITIZEN ADVISORY COMMITTEE
STUDENT COMMITTEE

provide it with specialized expertise nowhere else available.

A Citizens' Advisory Committee was selected to respond to requests for advice and counsel. This group, as requested by project personnel, provided input to the project about community needs and community resources. In addition, the committee disseminated information about the Project throughout the community.

Staff Development

Initially there is a need for teachers to become informed as to what career education is. Next, a need exists to internalize the concepts as a part of their own values; and, finally, to express through curriculum development and instruction their enthusiasm for career development.

Staff development is achieved through a five part process; 1) providing teachers with opportunity to discover through assessment the needs of students and community; 2) comparing student needs to their fulfillment by existing programs; 3) establishing and/or modifying the instructional program; 4) closing the gap between meeting student needs and current instructional programs; and 5) continuous evaluation or quality control of the fulfillment of the student needs.

It was discovered early that it is one thing to bring people to an awareness level through information, and another thing to bring about needed educational change and subsequent action. The inservice program provided the blend of training needed - informing, planning, implementing and following through.

PHASE I

Decision to Begin

Prepare plan of Action

Staff Evaluation

Resource Allocation

Committee Identification

Committee goals and objectives

Appointment of Committees

Citizens Advisory

Assess:
1. Population characteristics
2. Student needs (list)
3. School goals and philosophy

Teachers Advisory

Assess:
1. Population characteristics
2. Student needs (list)
3. School goals and philosophy

Students Advisory

Assess:
1. Population characteristics
2. Student needs (list)
3. School goals and philosophy

COMMITTEE INTERACTION

Citizens Advisory Committee Recommendation

Teacher Committee Recommendation

Student Committee Recommendation

Decision to enter planning phase

PART III: REPLICATION

Replication of the Rivergate Project or infusion of career exploratory emphasis into the on-going curriculum will generally be accomplished in an "action-planning" sequential approach. This will take place in three phases, namely 1) awareness, 2) planning, 3) implementation. All phases will be inter-related and some items from a later phase may influence a prior phase because of the nature of action-planning.

All phases are needed. However, the time required to achieve each expected outcome may vary because of local circumstances. For example, in Phase I as a minimum there must be sufficient time to determine that the desired commitment level is present in all individuals and in all groups before continuing. This development and decision is generally the function of the leader, able to continually motivate, assess, and evaluate the status of the situations.

Phase I

The main purpose of Phase I is to bring about a questioning of the appropriateness of school offerings to student needs. This is accomplished through assessment by and interaction between ad hoc committees of citizens, teachers, and students. The committees provide advice and counsel. The inputs to the committees are generally in the form of data and questions about the community, the school, and student career development. The outputs are requested responses to specific questions. At this awareness level the recommendations usually express an uneasiness about relationship between instructional content and meeting

student needs. The outcome is in the form of suggestions that some change is needed and action should be initiated.

Additionally, other results will occur although not directly sought. The staff acquires 1) knowledge of student needs, 2) knowledge of community needs, 3) understanding of the relationship between student and community needs, 4) skills in research and assessment, and 5) skills in communicating, especially listening. With two way communication between school and community, new understandings become present within all groups.

Plan of Action

The school administration in this phase is generally responsible for the leadership that starts things happening. Following a commitment to actively participate, the leadership should provide a clear plan of action which includes, 1) overall purpose, 2) evaluation of staff, 3) allocation of resources needed to complete the phase, 4) sufficient authority to produce the results, 5) identification of committees and committee members, 6) committee goals and objectives, 7) continuous quality control, and 8) a time-line for completion.

Evaluation of Staff

The need for staff evaluation arises because of selection of personnel for the teacher committee. The decision makers need to know such things as 1) who the key people are, 2) where specific strengths reside, and, 3) where constraints might arise. Committee success is very dependent upon membership selections.

Allocation of Resources

Resources needed for this phase are rather minimal. The size of the local educational agency and the extent and speed of implementation desired may modify the suggested plan. Assuming a high school of 1,000 students for a base, a budget of $2,000 to $2,500 should suffice. Alternatives (such as extended schedules or staff development programs) might be utilized because the main purpose of this money is to allocate teacher time for the project.

Secretarial assistance is also needed to do the following: 1) prepare minutes, 2) prepare summaries of committee findings, 3) prepare final reports and recommendations of the committees.

Identification of Committees

A minimum of two committees are needed, 1) a citizens' advisory committee, 2) a teachers' advisory committee. The addition of a third committee, the students' advisory committee, can also provide valuable assistance.

The citizens' advisory committee will need between fifteen and twenty members. The teachers' committee should number about ten. If a student committee is utilized, it will have fifteen to twenty members.

Committee Goals

These committees study and assess the past, present and future career situations faced by students. "What has occurred?"; "What is happening?"; and "What is going to happen?" is the information being sought. The response to these questions provides the data to support the committee recommendations to

those in the leadership role.

Specific objectives include defining career education, career exploration, and career awareness. This phase also includes assessing, identifying and listing student needs.

Typical or specific questions for consideration by the committees are:

1. What are the demographic population characteristics of the community?
2. What occupations do our students pursue immediately after high school and five years later?
3. What are the career needs of our students?
4. How appropriate are the schools educational goals and philosophies?

Appointments

Appointments to the committees should be named by the leadership. All appointments are on an ad hoc basis. When the committee work is finalized and recommendations prepared, and the efforts of the committee are no longer needed, the committee is disbanded. Such a process does not restrict future committee membership that would be advantageous or appropriate. Rather, it allows the entrance of new thinking.

Screening of members should be based upon the criteria established in the "plan of action." It must be emphasized that all appointments need to be carefully considered, in order to insure valid cross section representation and to achieve responsible committee response.

Thus, criteria for membership needs to be established before appointments are made. When selecting the Citizens' Advisory Committee for the Rivergate Project the following criteria were identified: each member must live or work in the local community, and membership must be a cross section of the economic and social strata of the community. The teachers' advisory committee would be departmental as well as by grade level. A representative cross section of student population for the students' advisory committee would include school dropouts as well as currently enrolled students. In all cases selection should also include willingness by the individual to participate.

Committee Procedures

Skills in group techniques are important because it is through the committees that the desired outcomes are realized. Perhaps of prime importance is the skill in obtaining consensus.

The procedure for all committee meetings was, 1) have a planned agenda, 2) begin and end on time, 3) follow the agenda, 4) achieve consensus, and 5) keep everyone informed, particularly about responses to specific advice and counsel given by the committee.

The teacher committee members need time to go into the community to assess the needs of students and community. Approximately five or six days are needed for each member. At least four half-day segments should occur near the beginning of this phase. Additional time in the community may be

necessary and it appears doubtful if results can be achieved with less.

An assessment instrument should be provided. It is suggested that a few open-ended questions about the five career and occupational Development Objectives from the National Assessment of Educational Progress[1] be used for a guide. With this list of questions, teachers talk with managers, employees, union representatives, social agencies, and others. The teachers can usually complete two to three visits or conferences in a half day. Time between each half day should be scheduled for internalization and assimilation of the results. After about three experiences, a meeting of the whole committee should be planned for sharing and assessing findings.

Citizens' advisory committee meetings are held at the convenience of the members, generally in the evening. The initial meeting is especially important because it sets the tone for all future work.

In general, the questions for which their advice is being sought are provided to all members approximately ten days before the meeting. During the meeting the recommendations are prepared in the form of a report to the leadership.

The student committee functions in much the same fashion as the citizens' advisory committee. The meetings are held during school hours and the assessment is done among students and parents.

1. National Assessment of Educational Progress 1971: Ahmann and Hazlett

Committee Interaction

Time for interaction between committees is essential. Normally this is done at an evening meeting of all three groups. The total group is broken into small groups of six or eight, composed of teachers, students, and citizens. Each small group has a leader and recorder. Opportunity is afforded for interaction covering the discoveries made earlier. Consensus of all members is then sought.

Conclusion

The results of findings are then summarized and recommendations made back to the leadership. Usually this study, if conducted thoroughly from a realistic base, results in a recommendation to proceed from the awareness phase to Phase II, the planning of the career exploration program at each of the project schools.

Phase II

Following the decision to probe deeper into the question of meeting student career needs, the next step is the establishment of the Phase II plan of action. This phase includes many of the same items developed in Phase I. For example, it is necessary to establish administrative procedures, provide adequate resources, establish tasks and a time-line, establish goals, and generally define the outcomes desired. In addition, a coordinator and building communicators must be provided. These people must be assigned the necessary time, resources, and administrative support. The coordinator functions in the leadership role and has the responsibility to organize activities leading to completion of Phase II. The building

communicators function in a facilitating role within the school. They provide two-way communication within the school and between school personnel and the project.

Purpose

The purpose of Phase II is fourfold:

1. develop a workable plan which will infuse career exploratory emphasis into the school curriculum.
2. prepare the staff in the use of methods, techniques, and strategies needed for successful implementation of the plan.
3. develop the commitment necessary to insure the infusion of career development throughout the curriculum.
4. produce active cooperation between the school and the community.

Resources

Phase II of the project generally requires the most resources. Adequate time must be allocated for teachers to complete career needs. The cost will be proportionate to the size of the school or schools. Generally ten to fifteen days of release time per teacher are needed. Money also should be provided for experimental teaching materials. The cost of this phase varies, depending on the personnel already available, the number of teachers needing released time, and the number and size of schools to be included. A detailed budget should be prepared at the start of Phase II.

Committees

When the plan of action is sufficiently complete and the coordinator assigned, committee appointments must be made. People who participated in Phase I are usually prepared to continue. Committees are:

1. the citizens' advisory committee of this phase is appointed as a formal committee. Criteria for membership are the same as for the previous ad hoc committee.[1]
2. the teachers' committee varies in size, depending upon the size of the school, the resources, and the desired time schedule to implement the changes. Whenever more than one building is involved, it is suggested that building communicators be appointed. These communicators will chair local building committees and also provide communication links between buildings.
3. a student committee of fifteen to twenty members is also recommended.

Research

Upon completion of committee appointments, research is begun. The questions needing in-depth answers are:

1. What are the career needs of the students and the community?
2. What career needs does our school provide for and to what degree?
3. What career needs should our school provide for?

1. Criteria for Advisory Committee, see Appendix E

Each committee completes an assessment and then interacts with the other committees before a summary of the findings are prepared.

Formal presentations to the committees may be utilized for input. The Delphi technique may be employed.[1] Also, individual interviews and surveys can be of assistance. All findings of Phase I should be available to committee members in order to avoid unnecessary duplication of work. Sample assessment instruments are in the Appendix. In the assessment of required skills it must be noted that consensus about the type of skill needed by students is usually quickly obtained. The variation occurs in the level of competency needed. For example, all students need to know how to read, yet not all students need to read at the same level of competency. All people need to know how to speak, yet not all need to have the same proficiency. The variation arises in answers to the questions, "How much is needed?" and "At what level is it needed?"

The following outline demonstrates the sequence followed in Phase II of the Rivergate Project.

1. Redefine school philosophy and goals in view of previous research.
    a. committees use reports from research.
    b. committees study present school philosophy and goals.
    c. committees prepare a new statement or modify the existing statement.

1. New Look at Education
   John Pfeiffer 1968-69

d. committees may use prepared goals, i.e., Goals for Oregon Learners, February, 1974.

e. committee results go to the administration for approval and dissemination among staff and community.

2. Begin study methods to bring together the discrepancies between what the schools should be doing and what the schools are doing.

a. research methods of infusing career exploration:

(1) Rivergate Project curriculum

(2) Other manuals[1]

b. Research resources:

(1) human

(2) material

(3) school

(4) community

c. Make procedure selection:

(1) devise criteria for evaluation (or selection of criteria).

d. Feedback results

e. Evaluate and prepare a summary of results with recommendations to the school to implement completely.

Once the goals and philosophy have been redefined the process of bringing together what is being done and what should be done can take place. Success is going to require

1. Bibliography

an honest openness, a frankness, and an agreement to put aside personal or "vested" interests.

Strategies must be selected for each grade level because of the difference in maturity at any one level. These strategies must be carefully chosen. Not all strategies need to be tested. Those whose outcomes appear of doubtful value can be discarded ahead of time. Some teachers will have input at this point from strategies which they are already using. Important questions to consider are "Does the strategy provide students with the opportunity to acquire the skills they need?", and "Does the school have the necessary resources and/or are resources available from the community?" The selection of strategies becomes a continuous process dependent upon the needs of the students.

In the Rivergate Project a curriculum manual was developed by the teachers in a series of workshops. It was tested, revised, tested again, and then prepared for dissemination. This manual was designed to help teachers accomplish the goals of career exploration, including objectives, strategies, and criteria for evaluation. A list of the manuals used from among project resources is given in the bibliography.

Phase III

Implementation and evaluation of all planning and development begins in Phase III. The first task is to outline the plan of action, including tasks, a time-line, priorities, goals, and resources (financial, material, and personnel). This plan of action will be prepared by the administration and the coordinator, utilizing the input from all previous phases. For

PHASE III

Decision to Probe

Prepare plan of Action

Resource Allocation

Time Line

Goals & Outcomes

Administrative procedures and responsibilities

Select Coordinator

Appoint Citizen Advisory Committee

Appoint Teacher Committee

Appoint Student Committee

Appoint Communicators

RESEARCH AND COMMITTEE INTERACTION

Recommendations to Leadership

example, the Rivergate Project plan of action included the following specifics:

1. Start Staff Development with workshops:
   a. to familiarize teachers with the student needs, goals, and tentative curriculum.
   b. to assist teachers in incorporating career education into their classroom objectives.
   c. to guide teachers in planning the use and development of career exploratory experiences.
2. Provide a system of monthly feedback on the achievement by students of the career oriented objectives.
3. Provide a system of identifying and utilizing community resources.
   a. field trips - include transportation and arrangements.
   b. telephone - portable conference phone.
   c. speakers from business and industry
   d. on-campus occupational activities.
   e. further information on use of community resources in Appendix R.
4. Develop a Career Center where all career related materials can be made available to students, teachers, and the community.
   a. specific information on the management, use and material resources of the Career Center is included in the Appendix.

5. Provide for continuous evaluation of the project through committee reports as well as teacher and/or student observations.

6. Provide an information system to disseminate data concerning the project to the students, faculty, advisory committees, and the local community.

   a. small reports sent out frequently get more favorable reactions than large annual or semi-annual reports.

Evaluation

A procedure was established for project evaluation in the areas of: 1) management, 2) support services, 3) education/training. These objectives and procedures were established by project staff and Portland School District #1 evaluation personnel. A complete list of these objectives and evaluation procedures is available in the Evaluation Plan 1973-74 Barry J. Reinstein, 1973.

In the area of Education/Training the project personnel prepared and field tested a Career Exploratory Curriculum Guide. This guide contained the goals, objectives and strategies needed to bring about the infusion of career exploration throughout the curriculum at all grade levels. Short term measurement of student accomplishment of performance was done on the basis of individual student unit objectives. However, for project purposes no final individual student unit grades were given. Students' performance on individual unit objectives

were recorded, "Y" meant "yes", that the students met or exceeded the performance indicators stated in the individual unit objectives. "N" stood for "no", that the student did not meet the performance indicator. "0" was used for students not observed due to non-participation, absence, physical restrictions, or transfer.

Units were then totaled with total student objectives attempted being the total student objectives minus the "0" or not observed factor. The resulting measure was compared to the total of successful completions or the "Y"s. That percentage was termed the percentage of completion for that class on that particular unit. Available, but not totaled, is information on the percentage on each individual unit objective.

Examples of the unit evaluation and monthly summaries may be found in the Appendix. The objectives were keyed to the 1973-74 Curriculum Guide.[1]

A measurement of six month growth was made by assessment in the fall and again in the spring. These devices attempted to measure student growth in three areas:

1. knowledge of data-people-things skill involvement in selected occupations.
2. sources of job information and knowledge of the career decision making process.
3. agreement with career concepts.

Conclusion

Although the formal evaluation of the Rivergate Project

1. Career Exploration - Decisions
   Rivergate Project 1972

has not been completed, the following trends have been observed:

1. Students are seeing a more meaningful relationship between school and every day life.
2. Teaching techniques and strategies seem to be changing in a positive direction. Simulation games, career oriented field trips, and new career exploratory classes have been added to the curriculum.
3. There is a greater personal awareness on the part of the teachers of what career education is, what it means to students, and how it can best be accomplished.
4. The students, staff, and community seem more pleased with the educational offerings of the schools involved.
5. Community involvement in the career exploratory program has grown each year.
6. Students become more interested in learning basic skills when they see the relevance of these skills to the specific jobs they are interested in.
7. Course information at the high school level has been rewritten to emphasize the relevance of certain courses to certain types of careers.
8. Students frequently visit the Career Center on their own time to ask questions and read career materials.

9. The work observation program at the participating grade schools has been well received by the business community.

It should be noted that this operations manual has been prepared before the work of the project has been completed. Final evaluation studies are being compiled and assessed at this time. However, many of the behavioral changes caused by a project of this type elude absolute measurement. Final evaluation results will be made available upon request.

Appendix A

Goal of Program:

To develop a comprehensive (broad), articulated (continuous) program of career exploration, commencing with grade six and continuing through at least grade ten.

Appendix B

Objectives of the Executive Board:

1. To provide the flexible scheduling necessary to implementation of the program.
2. To determine alternative procedures whenever constraints jeopardize implementation.
3. To advise the director of special needs and special abilities of the instructional staff.
4. To screen and select members of the advisory committee.
5. To examine, approve and/or modify criteria for selection of the advisory committee.
6. To communicate with staff and director.
7. To work effectively with the advisory committee.
8. To select program representatives in their own school.

Appendix C

Objectives of Project Director:

1. To demonstrate leadership techniques applicable to all phases of the project.
2. To conduct the project in such a manner that it is subject to continuous quality control.
3. To establish instructional staff training in career education as needs dictate.
4. To prepare the project proposal for subsequent years of operation.
5. To establish and maintain resource centers as needs dictate.
6. To administer the budget within established limits.
7. To communicate with Area office and request assistance as needs emerge.
8. To conduct an effective and efficient office operation.
9. To prepare reports and other publications necessary to the success of the project.
10. To administer the operational phases of the project.
11. To demonstrate leadership in developing a public relations program.
12. To present recommended major decisions, with possible alternatives, to Executive Board for consideration.
13. To perform tasks related to the project as suggested by the Executive Board.

Appendix D

Objectives of Advisory Committee:

1. To respond to requests for information from the Executive Board as needs dictate.
2. To examine the need for and suggest community resources that would strengthen career exploration.
3. To assess the accomplishments of the advisory committee.
4. To communicate with student, teacher, business community and project personnel.
5. To initiate request for information as needs dictate.

Appendix E

Suggested criteria for advisory committee:

1. The advisory committee should number between twelve and fifteen people.
2. One member should be a person living in the St. Johns area who is employed with the U. S. Employment Service.
3. Membership should be representative of the socio-economic strata and include employers, employees, union members and management people.
4. Members must be part of the local community, either as residents or through employment.
5. A reasonable membership balance should be maintained among all job areas.
6. Some regular system of replacement should be provided, i.e., staggered terms of membership, or specific terms of membership.
7. Members must have the respect of their associates.
8. Members should have a sincere interest in the program.
9. Members should be people of competencies with integrity and the willingness to express their views.
10. Members should be civic-minded and willing to participate.
11. Members should be available for meetings and be prepared to meet when necessary.
12. Members should be concerned with the total welfare of the whole community.

Appendix F

Rivergate Project

Citizens' Advisory Committee Meeting

7:31 p.m. - - Tuesday - - November 6, 1974

Rivergate Career Center
(entrance on Ida Street)

AGENDA

1. Introduction of guests, principals and staff

2. The Career Center:

   a. Progress report:

      (1) current operational plan

      (2) status of Committee recommendations of last spring

   b. New item for consideration of Committee:

      Who should initiate action that this program becomes part of an expanding and continuous education program?

3. Career Education in the Social Studies program: (Social Studies includes history, economics, citizenship, etc.)

   a. Current strategies for providing career education in the Social Studies area.

   b. Recommendations from Committee for strengthening Social Studies contribution to career education.

9:29 Adjournment

Appendix G

PORTLAND PUBLIC SCHOOLS

Advisory Committee Minutes

Rivergate Project Citizens' Advisory Committee
Roosevelt High School

November 6, 1973 - from 7:30 p.m. to 9:40 p.m.

Members present: Mrs. Vera Castner
Mrs. Mildred Dutro
Mr. Doug Ellis
Mr. O. J. Haavik
Mr. Victor Shackleton

Guests: Mr. Glenn Sweeney, Sitton School
Mr. Donald Starr, Portsmouth Middle School
Mr. David G. Wienecke, Roosevelt High School
Mr. James O'Gara, Career Education Specialist
Mr. Chick Rose, Community School, Portsmouth
Mr. Carl Schwab, Social Studies, Roosevelt

Agenda items requesting committee recommendations

1. Meeting convened at 7:30 p.m. Members and guests were introduced.

2. Progress report - Mr. Ries:

   a. Career Center is functional. Laurie Hoover, a library aide, has been employed and is operating the Center, Scheduling students for the computer and assisting teachers with material.

   b. Available resources noted. Use of Needle Sort Deck replaces computer at the elementary level. Material from local businesses is for student use.

   c. Building Coordinators are functioning again this year. Roosevelt High School is starting field trips with students coming from various classes. First trip will be November 15 to Arthur Andersen and Company, auditors and accountants.

3. Who should initiate action that this program become part of an expanding and continuous education program?

   a. Investigate possibility of application for a separate project?

b. Further research is needed. Requested to have Portland Community College representative meet with the committee in December to discuss community college role in this process.

4. Recommendations from the committee for Social Studies:

a. Continue and expand program as outlined by Mr. Schwab.

b. Teachers in general should exhibit a positive attitude toward their students, school and community. Their loyalty, enthusiasm and pride in students and school should be contagious. They should confidently expect student achievement as well as student pride in accomplishment.

Recorder: B.R.Parmelee
/s/

Approved: John D. Ries
/s/

Distribution:

Advisory Committee
Executive Board
Building Coordinators
Evaluator
Director
Mr. O'Gara
File

Appendix H

Employer/Employee Questionnaire:

1. What skills did you acquire in high school which helped you most to support yourself?

_____

_____

_____

2. What skills did you acquire in school that were less important to you?_____

_____

_____

3. If you were age 14 again with the opportunity to go through high school, what would you want the school to stress?

_____

_____

_____

4. What skills do people need to be considered employable?

_____

_____

_____

5. For what reasons are job applicants turned down?

_____

_____

_____

Appendix I

Student Career Exploration Questionnaire *** Confidential:

1. Name of school_____

2. Sex: M_____ F_____

3. Is your father employed: Yes_____ No_____ Part time_____

   What does he do:_____

4. Is your mother employed: Yes_____ No_____ Part time_____

   What does she do:_____

5. My parents think I ought to do one of the following after high school:

   ____ attend 4 year college or university
   ____ attend junior or community college
   ____ enter an apprenticeship program
   ____ join military services
   ____ go to work at a permanent job
   ____ undecided

   Other:_____

6. After leaving high school, I want to:

   ____ attend college or university
   ____ attend junior or community college
   ____ enter an apprenticeship program
   ____ join military services
   ____ go to work at a permanent job
   ____ undecided

   Other:_____

7. What career or careers would you like to follow:

   First choice:_____

   Second choice:_____

   Third choice:_____

   Undecided:_____

8. Please indicate whether you "agree", "disagree", or "have no opinion" with the following statements:

	Agree	Have no Opinion	Disagree
a. choosing a career is more important than learning how to make a choice:			
b. Work and education are related:			
c. What I wish to be should influence my choice of classes in high school:			
d. Decisions I make today have little influence on my future:			
e. Reading and writing are important to me because I need them to communicate:			
f. Schools offer training in skills needed to enter the world of work:			

Appendix J

Career Center:

Goal: Maintain a career center where complete information about the world of work can be made available for students, teachers and the community.

Center can provide:

1. a place where students and teachers can have immediate access to all career resources, human and material, available in the school.
2. a place where representatives of career fields can meet with staff and students to exchange information.
3. students with opportunities and/or skill training to do a specific job which may be available in the Career Center, e.g., receptionist, Library Aides, etc.
4. assistance to students in developing proficiencies in the use of career resources.
5. assistance in motivating students to acquire basic skills relevant to the world of work, e.g., the decision-making process, work habits and attitudes.
6. exposure for students to the techniques, habits and attitudes needed to acquire and hold employment.
7. stimulus to create in students an awareness of present manpower needs of the nation.
8. placement services for students and alumni as needs indicate, including any special program, NYC, Work Study, etc., (full or part time).
9. a place to display and furnish to students and staff

the forms currently used in the world of work - Social Security forms, income tax forms, work permits, etc.

10. a location to centralize all guidance personnel and expand the guidance function of the school.
11. a place where students may "drop in" to browse through career-oriented materials.
12. a place where one or more adults are available to listen to and talk with students about career objectives as well as plan ways in which the student's objectives may be reached.
13. a place where students may rap with one another about careers.
14. a broad assortment of career-oriented materials.
15. a place where students can use the Career Information System.
16. A center from which career information can be dessiminated to teachers for classroom use.
17. a place to which teachers may refer students when questions relative to careers arise.

Career Center - Resources Needed:

1. Physical location
2. Personnel (dependent upon goals and resources)

Minimum	Maximum
Library Aide	Student Aides Library Aide Secretary Career counselors Placement counselors

3. Material resources:

a. Books and pamphlets:

Dictionary of Occupational Titles

Occupational Outlook Handbooks

Encyclopedias of Careers

Chronicle Guidance Files

College catalogs

Manpower magazine

Career World magazine

Contacts Influential

(other books available from school library)

b. Career Information System

Needle Sort Decks

Computer Terminal

c. Career related audio-visual materials
(films, tapes, slides, film strips, projectors)

d. Job Bank of Oregon State Employment Service
(micro-fiche reader)

e. Portable Conference Telephone

f. Forms needed in world of work, i.e., applications for Social Security card, applications for Work Permits, etc.

g. Posters and bulletin board displays

Appendix K

Transportation for field trips

1. Mass transit (Tri-Met)
2. Private transportation company
3. School District busses
4. Rivergate Vans
5. Walking

Appendix L

RIVERGATE PROJECT

Field Trip Plan

Teacher: _____ School: _____

Proposed date of trip: _____

Proposed type and/or location of visit: _____

_____

Objective to be accomplished: _____

_____

_____

_____

_____

Activity/ies planned: _____

_____

_____

_____

_____

_____

_____

How do you plan to assess the accomplishment of your objectives?

_____

_____

_____

_____

_____

NOTE: To be submitted prior to field trip.

9/73

Appendix M

RIVERGATE PROJECT

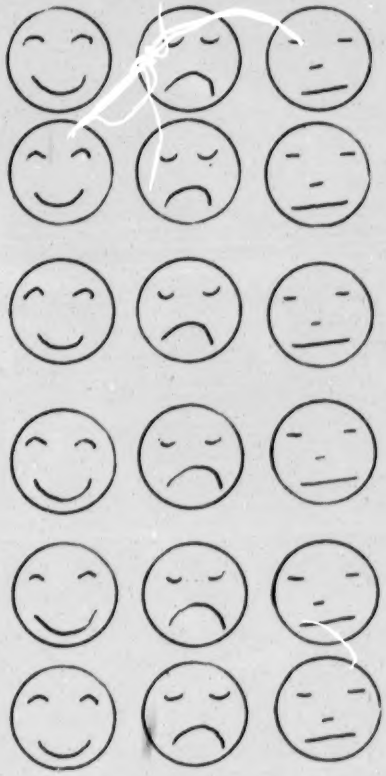
Trip Evaluation Report

Teacher: _____ School: _____

Place of visit: _____

Date of visit: _____

1. Was information supplied by the company useful to students?
2. Were students allowed to ask questions?
3. Did guide or representative communicate with the students?
4. Were arrangements properly made?
5. Did you feel that your objectives were accomplished?
6. Should this trip be recommended to others?



Other comments:

Appendix N

TYPICAL FIELD TRIP OBJECTIVES

1. List at least three entry level technical skills required for employment in one of the jobs observed.
2. List at least three entry level personal competencies or attributes necessary for employment in the organization visited.
3. Name five occupations in which worker activities were observed.
4. Chart the advancement pattern that precedes and follows a particular job.
5. Name one problem identified by the employer that prevents hiring a job seeker.
6. List two of the significant problems identified by employers that cause employees to be fired from the job.
7. Give orally or in writing at least one projection for the future of the host industry and relate this to employment.
8. List one probable technical "breakthrough" in the host industry that will affect the workers and their required skills.

FIELD TRIP EVALUATION

Place visited: _____ Teacher _____ School _____ Grade _____

CAREER EXPLORATION GOAL _____ OBJECTIVE _____ DATE _____

A. STUDENT PERFORMANCE:

Student's Name	Obj.	Student's Name	Obj.	Student's Name	Obj.
1.		12.		23.	
2.		13.		24.	
3.		14.		25.	
4.		15.		26.	
5.		16.		27.	
6.		17.		28.	
7.		18.		29.	
8.		19.		30.	
9.		20.		31.	
10.		21.		32.	
11.		22.		33.	

B. FIELD TRIP APPRAISAL

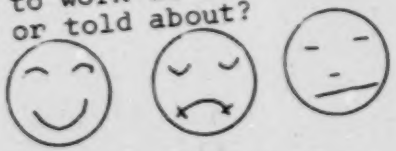
	Obj.	Comments and suggestions:
1. Arrangements were properly made		1.
2. Information supplied by company was appropriate to objective		2.
3. Students were allowed to ask questions		3.
4. Company representative communicated well with students		4.
5. Field trip should be recommended to others		5.

Student's Name_____ Grade_____

School:_____

1. Where did you go?_____

2. Would you like to work at any of the jobs you were shown or told about?



3. Was the visit worthwhile for you?

(over)

_____Front of card.

Back of card___

4. Did you see anything that you didn't know about before?

5. Would you like to say anything else about your visit? _____

Appendix Q

Van Operation Summary

Operational cost 1971 through 1973, 39.9¢ mile

Includes:

- Lease
- Gasoline
- Oil
- Tires
- Maintenance
- Insurance

The following items must be considered:

(1) Cleaning of vehicle (inside and outside)

(2) Maintenance of vehicle, including emergency

(3) Regular servicing

(4) Fueling of vehicles

(5) Storage of vehicles

(6) Scheduling vehicle use

(7) Drivers (obtaining - checking -training)

(8) Safety inspections

Appendix R

Methods of bringing community to classroom:

1. Speakers
2. Telephone (portable conference)
3. Bulletin boards
4. Simulation games
5. Parents
6. Newspapers
7. Catalogs from institutions
8. Publications from employers and employees
9. Displays
10. Films and other audio visuals

INSTRUCTIONAL UNIT SUMMARY

Teacher: W. Lotzenhiser School Litton Grade 7

CAREER EXPLORATION GOAL I-B OBJECTIVES 8 (p. 11) DATE March

A. STUDENT PERFORMANCE:

Student's Name	Obj.	Student's Name	Obj.	Student's Name	Obj.
1. Clemson, C	Y	12. Kotila, L.	O	23. Scudder	Y
2. Beaver, A	Y	13. Long, C.	Y	24. Smith T	O
3. Blando, M	Y	14. Lefflier, C	O	25. Sylvester, R	Y
4. Hosch, L.	Y	15. Nickel, L.	Y	26. Tracy, S	Y
5. Bowers, C.	Y	16. Ness, R.	O	27. Wack, L.	O
6. Cole, T.	Y	17. Nutt, L.	O	28. Walker, M.	Y
7. Finncoats, L.	O	18. O'Connor, K	O	29. Webb, C	O
8. Fox, L.	Y	19. Poland, T	Y	30. Heavenlo	Y
9. Gulliksen, M	Y	20. Pusker, M	Y	31.	
10. Hays, B	Y	21. Rennella, M	Y	32.	
11. Hulstrom, G.	Y	22. Reynolds, S.	Y	33.	

B. CURRICULUM GUIDE APPRAISAL

	Obj.
1. Objective clearly understood	Y
2. Objective/Goal relationship clear	Y
3. Learning strategy appropriate	Y
4. Evaluation technique appropriate	Y

Revisions:

1. _____
2. _____
3. _____
4. _____

Criterion: Each student gives one verbal response during class discussion.

21 student/Objectives
100% attainment

RIVERGATE CAREER EDUCATION 1973-74

INSTRUCTIONAL UNIT SUMMARY: Month of March, 1974

Career Exploration

Goal No.	Objective Nos.	Teacher	School	Grade	Total No. Student/ Objectives	No. of Student/ Objectives Attained	Percent Student/ Objectives Attained
I-A	2	Anderson	PMS	8	20	16	80
I-A	1	Ivory	Sitton	7/8	23	16	70
I-A	2	McCabe	Sitton	8	32	18	56
I-B	8	Humbird	PMS	7	19	15	79
I-B	8	Lotzenhiser	Sitton	7	21	21	100
I-C	2	Gay	Sitton	8	11	11	100
I-C	2	Kann	Sitton	8	13	13	100
I-C	2	Wennerholm	PMS	7	18	11	61
I-E	1	Beck	Assumption	6	17	17	100
I-E	1	Bevill	Sitton	6/7	26	26	100
I-E	1	Morris	Sitton	6	31	30	97
II-E	2	Anderson	PMS	8	21	20	95
II-A	1/2	Beck	Assumption	6	17	17	100
II-A	1/2	Bevill	Sitton	6/7	29	24	83
II-A	3	Gay	Sitton	8	11	11	100
II-A	1	Ivory	Sitton	7/8	22	20	91
II-A	2	McCabe	Sitton	8	26	24	92
II-A	1/2	Morris	Sitton	6	28	25	89
II-A	3	Wennerholm	PMS	7	18	11	61
II-D	1	Humbird	PMS	7	22	8	36
II-D	1	Lotzenhiser	Sitton	7	25	18	72
III-A	8	Anderson	PMS	8	19	11	58
III-A	1	Ivory	Sitton	7/8	14	12	86
III-A	8	McCabe	Sitton	8	30	24	80

RIVERGATE CAREER EDUCATION 1973-74

INSTRUCTIONAL UNIT SUMMARY: Month of March, 1974

Career Exploration

Goal No.	Objective Nos.	Teacher	School	Grade	Total No. Student/ Objectives	No. of Student/ Objectives Attained	Percent Student/ Objectives Attained
III-C	6	Beck	Assumption	6	16	15	94
III-C	6	Bevill	Sitton	6/7	29	19	66
III-C	8	Gay	Sitton	8	11	11	100
III-C	2	Humbird	PMS	7	22	8	36
III-C	8	Kann	Sitton	8	13	13	100
III-C	2	Lotzenhiser	Sitton	7	28	24	86
III-C	6	Morris	Sitton	6	31	26	84
III-C	8	Wennerholm	PMS	7	18	16	89
		Setchfield	Roosevelt	10	28	24	86

Goal: Student will understand that salaries will be a determing factor in how families function.

Objectives: To identify family roles, responsibilities and rights.

Not included: Walker/Holy Cross
Erbes/Roosevelt

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